



| Intent of the Music Curriculum | | | |
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| | Response | Evidence | Any Action Required? |
| <p>What is the rationale behind the music curriculum in the school? e.g. is it taught by specialist teachers or class teachers or both? Why has this been decided? Is a music scheme used? Do all pupils learn instruments? Why is the music curriculum right for the school?</p> <p>How does it reflect the school context and the specific needs of the pupils? Consider their starting points on entry and experiences of music and musical activities at home.</p> <p>How does the music curriculum reflect the schools aims and values / mission statement?</p> | <p>No, teamwork.</p> <p>Focus Education - great wide coordinated curriculum.</p> <p>Specialist teachers offer sessions teaching percussion instruments.</p> <p>Start with basic confidence, copy and repeat. It also supports wellbeing</p> | <p>Work together to create productions</p> <p>Involvement from Tees Valley.</p> <p>Lots of family support when the children are performing.</p> <p>Children grow in confidence.</p> | <p>Maintain the standard.</p> <p>Performances</p> |
| <p>Are all relevant staff and governors aware of the rationale and aims of the music curriculum?</p> <p>e.g. can staff and governors answer the first question in this audit, above?</p> | <p>Yes. All the policies are shared and discussed</p> | <p>Policies shared, governors visit and take part.</p> | <p>Maintain links</p> |
| <p>Do long term and medium term plans show clear progression in the</p> | <p>Focus has excellent sequencing (year group performance mats)</p> | <p>Videos Performances</p> | <p>Check latest news and up dates. Inform all staff.</p> |

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| <p>sequencing of musical skills and subject knowledge? How do teachers ensure they are building on pupils' prior musical knowledge and skills?</p> <p>Is progression clearly based on the NC programmes of study for each Key Stage, but also broken down into year group progression? e.g. is there clear and incremental progression from EYFS to Y6? How is this evidenced?</p> | <p>It offers a structured curriculum but easily adaptable to meet the pupils needs.</p> <p>Yes - following a Scheme of Work (Focus Education).</p> | <p>Assemblies Self esteem</p> <p>Simple songs and pantos to more advanced readers (scripts).</p> | <p>Maintain the delivery and updates.</p> |
| <p>How has the curriculum been adapted to enable all pupils to access content and make progress, according to need and starting point?</p> <p>Can pupils access music lessons and music activities, regardless of SEND or disadvantage? e.g. Can all pupils take part in after-school music clubs and enrichment, including instrument tuition if this is provided?</p> | <p>Keeping it at a more simple fun and an approachable starting point.</p> <p>Yes - Dance clubs and choirs.</p> | <p>A focused yet simple to follow, leading to special musical instrument classes.</p> <p>Dance groups for all ages.</p> | <p>Keep working together as a team.</p> |
| <p>How does the school ensure pupils can at least meet end of key stage requirements in music?</p> <p>Are all aspects of the NC programme of study being taught effectively e.g. do pupils 'use and understand staff and other musical notations?' (NC Programme of Study for Key Stage 2)</p> <p>What is in place to challenge more able pupils in music, especially those</p> | <p>Development of CPD and keeping up to date with the latest news and fresh resources.</p> <p>Use flash cards and simple rhymes to remember.</p> <p>Tees Valley and travelling to various venues.</p> | <p>Delivery of special festival.</p> <p>Musicians - Playing and performing.</p> <p>Travelling to performances and working alongside other schools.</p> | <p>Developing further links with outside agencies.</p> |

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| who perform outside of school or play an instrument to a high standard? | | | |
| <p>How does the school's music curriculum reflect the Aims of the NC programme of study?</p> <p>Are all elements covered and is this reflected in short term planning?</p> | <p>Balanced and use links to match aims and objectives. Focus is a very good broad curriculum with loads of opportunities to develop the pupils.</p> <p>All planning available on line.</p> | <p>Link and use Focus education aims and objectives.</p> <p>Planning scrutiny.</p> | <p>Maintain updates</p> |
| <p>What opportunities are there for pupils to develop their reading skills in music?</p> <p>Do pupils carry out research linked to music lessons e.g. about the life of a famous composer? Do pupils read and respond to instructions in music lessons?</p> | <p>Online activities support reading music and lots of practical activities.</p> | <p>Video and recordings of children creating, writing and appraising their own music.</p> | <p>Update computer programmes.</p> |
| <p>What opportunities are there for pupils to develop their mathematical skills in music?</p> <p>Do pupils learn the relationships between music and maths e.g. counting beat and rhythms?</p> | <p>It flows through school counting etc from reception to Y6.</p> | <p>Simple counting of beats leading to advanced tempo; Evident when performing (eg Harvest and other special rehearsed performances).</p> | <p>Monitor and maintain.</p> |
| Implementation of the Music Curriculum | | | |
| | Response | Evidence | Any Action Required? |
| <p>Are you clear about your roles and responsibilities as music subject leader?</p> <p>How often do you monitor music across the school? Who do you feedback to?</p> | <p>Yes - drop into lessons and monitor.</p> <p>Planning on line.</p> | <p>Observations and working collaboratively to put on productions and performances.</p> | <p>Drop into classes to observe lessons.</p> |

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| <p>Who is responsible for ensuring curriculum coverage? Who organises music enrichment such as after-school clubs, visiting musicians or musical events and performances?</p> | <p>Lots of team work between both Key Stages.</p> | | |
| <p>Do you have sufficient subject knowledge and expertise to lead music and ensure the curriculum is fit for purpose?</p> <p>If you are not confident or 'the expert' in music e.g. in a small school with only a few teachers, who do you go to for support, to ensure rigour?</p> | <p>Yes Singing lessons and a member of a professional choir (linked to Teesside university).</p> <p>Team work</p> | <p>Reached the highest award for 'Sing Up' – Achieved Platinum Award.</p> <p>Work together with lower and upper school to collaborate and perform.</p> | <p>Always checking latest news feeds and implementing changes.</p> <p>Maintain teamwork.</p> |
| <p>How do you inform senior leaders and governors about the curriculum and outcomes in music, so they can quality assure your work?</p> <p>Is your leadership role included in performance management objectives? How do senior leaders know about pupils' outcomes in relation to the NC programme of study for music? Do you provide short written reports or verbal feedback to senior leaders? Do you give presentations? Have you worked alongside governors when they visit the school to focus on music?</p> | <p>Staff meetings</p> <p>Parents' feedback about the performance.</p> <p>4 times a year the school rehearse and performs to parents and invited guests. (church visits, Tees Valley venues).</p> | <p>Lead staff meetings.</p> <p>Resource outside agencies, collaborates with the management team.</p> <p>Performances are seen by parents, carers and invited guests.</p> | <p>Develop more links with outside agencies.</p> |
| <p>How do you evaluate the professional development needs of</p> | <p>Informal discussions.</p> <p>No</p> | <p>Working together in teams , Sharing resources involving other support systems.</p> | <p>More CPD</p> |

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| <p>your colleagues and then provide support and training?</p> <p>Do you have the expertise to do this? Have you used external trainers or consultants? Do you considered using Music Mark as a source of support and information? How do you evaluate the usefulness and impact of any CPD?</p> | <p>Yes -alongside Tees Valley</p> | | |
| <p>When and how have you developed best practice in music across the school?</p> <p>Can you identify the most knowledgeable and skilled music teachers? How have you shared their expertise? What has been the impact of this? Do any NQTs and newly appointed teachers know you are the music leader and you can be approached for advice? Do any staff, including non-teaching staff (or their family members) play any instruments or sing and if so, do they share this expertise with the pupils to support learning?</p> | <p>Several years</p> <p>Yes confidence building</p> <p>Yes</p> <p>We are a sing up school so all staff sing.</p> | <p>Leading a school choir.</p> <p>Discussions after lesson observations</p> <p>The whole school takes part in performances and visits to church.</p> | <p>Maintain CPD</p> |
| <p>Is the music curriculum effectively resourced?</p> <p>Has a recent audit of resources been undertaken and any gaps addressed to ensure the full curriculum can be taught and pupils are engaged?</p> | <p>Yes</p> <p>Yes well resourced</p> <p>Yes electrical, percussion and outside agencies provide set lessons too.</p> | <p>Videos of the children playing and taking part using a full range of instruments.</p> | <p>More topic based music</p> |

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| <p>Are the full range of instruments available to meet NC requirements across the age range of the school?</p> | | | |
| <p>How do teachers adapt long term and medium term planning to meet the needs of specific classes, groups and individuals?</p> <p>How do teachers use class profile information to help plan music lessons? Are teachers aware of their pupils' starting points as they relate to music? What skills, knowledge and experiences do the pupils have at the beginning of the year or unit of work? How does this inform planning?</p> | <p>All planning is tailored to individual personal needs. (Child's IEP is matched with attainment and progress).</p> <p>Yes - assigned assistants to key pupils to support expectations.</p> <p>Every lesson, topic and group session starts with an open question to explore skills and knowledge.</p> | <p>Personalised learning linked to behaviour profiles, to boost confidence and self-esteem.</p> <p>Videos Responses Games</p> | <p>Maintain standards and expectations</p> |
| <p>How is curriculum delivery equitable for all groups and appropriate?</p> <p>How are the needs of disadvantaged pupils and SEND pupils met in music lessons? How has this been monitored and evaluated?</p> | <p>Tailored to personal individuals understanding.</p> <p>Supported and encouraged to access all areas.</p> | <p>Self-esteem, building confidence.</p> | <p>Monitor and share with all staff</p> |
| <p>Do any pupils regularly miss music lessons because they attend core subject interventions?</p> <p>If so, how do they experience the full music curriculum over time? (see previous main question above)</p> | <p>No</p> <p>N/A</p> | <p>Each class delivers a dedicated session performing and rehearsing together</p> | <p>Observations</p> |

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| <p>Is music knowledge taught to an appropriate depth and with clear and necessarily detailed progression through each year group?</p> <p>It is useful to check against the NC Programme of Study for the Purpose of Study as well as coverage of the Aims.</p> <p>Is progression in knowledge as well as skills clearly evidenced when comparing planning and outcomes from consecutive year groups?</p> | <p>Depth meets the children's understanding and engagement.</p> <p>Yes ... progression is clear in all years</p> | <p>Writing, performing and presenting to an audience</p> | <p>Maintain for confidence and the development of their wellbeing</p> |
| <p>Are effective assessment arrangements in place for music?</p> <p>How does this information make a clear difference to teaching and outcomes?</p> <p>Is it a useful system that is not overly time consuming or is it there just to produce data?</p> <p>How are more able pupils identified and how are their needs met in music lessons?</p> | <p>Yes</p> <p>It supports development and growth</p> <p>Wellbeing improves (monitored through the behaviour tracker)</p> | <p>Videos</p> <p>Watching the children develop their confidence linked to how they perform, act and interact with others.</p> | <p>Monitor and maintain</p> |
| <p>How are standards in music moderated to ensure assessments are accurate?</p> <p>Are there any exemplars of end-of-year music outcomes available in school to enable teachers to benchmark other pupils (perhaps video or audio files)?</p> <p>Do class teachers and the music subject leader compare pupils' outcomes in music across classes to check expectations are the same for each year group and for pupils of similar starting points?</p> | <p>Personalised questioning</p> <p>Observations</p> <p>Videos</p> <p>Yes team work</p> | <p>Monitor and watch the children grow in confidence when performing in front of an audience</p> | <p>Maintain links with staff</p> |

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| <p>How does the music leader know that the planned curriculum is taught in each class? What monitoring takes place? Does the subject leader have a clear idea of what is being taught when, and checks this is happening? Have any curriculum gaps been addressed, perhaps occurring because of a lack of subject knowledge or lack of resources (sometimes an issue with music)?</p> | <p>Check planning and observations Yes.</p> <p>Dropping into different classes</p> <p>In house CPD to staff who don't feel confident when delivering music</p> | <p>Dropping into classes and feedback and discussions</p> <p>Share with staff in house CPD</p> | <p>Maintain links with teams across school</p> |
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Impact of the Music Curriculum

| | Response | Evidence | Any Action Required? |
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| <p>How can the school demonstrate that pupils reach end of key stage expectations in music? Does pupils' work and pupils' responses cover the full range of the Programme of Study, and demonstrate a depth of knowledge e.g. in Key Stage 2, do pupils 'appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians?'</p> | <p>Using the assessment tools from Focus education and balancing this alongside the behaviour trackers (confidence building)</p> <p>Music is played throughout the school</p> <p>Work a lot with Tees Valley music service</p> | <p>Focus assessment trackers in classes</p> <p>Check behaviour trackers</p> <p>Mood music throughout classes</p> | <p>Maintain standard</p> |
| <p>Do any groups under-perform in music when compared with their peers and if so, what is being done about this? Are there any significant differences in outcomes between girls / boys; SEND pupils / non-SEND; disadvantaged and other pupils; Summer born compared with Autumn born pupils etc?</p> | <p>Some children are shy and do not like the attention and focus on themselves, but they are actively encouraged to reach an expectation they are confident with.</p> <p>No - down to personal choice</p> | <p>Develop and personalise, offer positive encouragement and it comes down to personal choice</p> | <p>Maintain standard</p> |